

## **Chapter Two**

### **Literature Review**

In this chapter, the researcher would like to support this study with the theories of several studies. This chapter elaborates studies including theories related to this topic of this study and review of related to the study.

#### **Anxiety in reading activities**

##### **Anxiety**

Definition anxiety as ‘an abnormal and overwhelming sense of apprehension and fear often marked by physiological sign (such as sweating, tension, and increased pulse), by doubt concerning the reality and nature of the threat, and by self-doubt about one’s capacity to cope with it’ (Merriam-Webster’s Medical Dictionary, 2002). (Similarly, Bandura 1997) defined anxiety as “a state of anticipatory apprehension over possible deleterious happenings” (p. 137). Anxiety, associated with feelings of being uneasy, frustrated, apprehensive, or worried, plays an important effective role in language learning (Brown, 2000).

##### **Anxiety in Language Learning**

According to Horwitz (1986), three components of language anxiety are identified: communication apprehension, test anxiety, and fear of negative evaluation. Students feel anxious regardless of their preparation in learning that language, like wondering about what other people might think of them when they perform their English skills, the familiarity of the topic use in English learning, how low their achievement could be, etc. Whatever the cause, whatever the level of anxiety, we can be

sure of one thing that anxiety will affect students' performance, as Saito & Samimy (1996) had stated in their research about language anxiety and performance.

This is, why learning other languages could be hard for them. Saito was doing the research by investigating students of French, Russian, and Japanese in English class. Then she found that foreign language reading anxiety varied depending on the target languages and seem to be related to the specific writing system. The other finding in Saito research that students' reading anxiety levels increased with their perceptions of the difficulty of reading in their foreign language and that their grades decreased incoherent with their levels of reading anxiety. If the subject of the research uses the first language without specific writing system or symbol like Indonesian, her findings could be different. This is likely the outcome of the research that the writer expected by considering that anxiety is a negative factor rather than positive. Most of them find that there is a negative relationship between language anxiety and L2 performance. Also, language skill specific anxiety and performance are negatively correlated, meaning that students with higher speaking, listening, reading, and writing anxiety tend to have lower speaking, listening, reading, and writing performance respectively.

### **Anxiety in Reading**

Many people assume that reading activity easier than other activity like speaking. Perhaps reading is seen as an activity that less stressful if we compared with speaking. In speaking activity student required to show their actual performance, but reading is regarded as an individual act. For students learning English as a Foreign Language (EFL), skill in reading is evidently one of the most important skills to be acquired. This is true especially for university students (Mohammadpur & Ghafournia,

2015) since most academic texts are written in English and most foreign language (FL) learners are required to read a great many English texts. However, for many EFL learners, reading English texts is a challenging task (Bektas-Çetinkaya, 2011). Foreign language reading anxiety refers to the feeling of apprehension and worries when learners have to read in a non-native language (L2). This is like researcher experience before, when first time entered in English Department. The sense of anxiety will increase when we just started learning about English and we have a task to read English text and understand the text and then tell what we have read. According to Horwitz et. al. (3) “Reading Anxiety is a specific type of anxiety from the more general types of foreign language anxiety that have been linked to oral performance” (215).

### **Factors that Contribute to Reading Anxiety**

Factors that relate to the reading text have been extensively examined, including unknown vocabulary, an unfamiliar culture, and unfamiliar topics and text features and also gender, etc. In reading, vocabulary is the fundamental element because all information is delivered through words. Learners encountering unknown vocabulary will more likely struggle with reading. In the studies conducted by Huang (2012) and Kuru-Gonen (2005), the majority of the students agreed that unknown vocabulary could lead to reading anxiety.

### **Unknown Vocabulary**

As researcher experience, the cultural understanding will effect to the reading comprehension, because the culture that write in the text connected with the content of reading text. The feeling of anxiety is commonly expressed by foreign language

learners in learning to read a foreign language texts. This feeling is considered to have a negative impact on communication in the target language and to understand the meaning of words from texts. Research over the relationship between anxiety and foreign language learning has been conducted since the mid-1960s. Factors related to reading text have been extensively examined, including unknown vocabulary, an unfamiliar culture and unfamiliar topics and text features. In reading, vocabulary is the fundamental element because all information is delivered through words. Learners encountering unknown vocabulary will more likely struggle with reading. In the studies conducted by Huang (2012) and Kuru-Gonen (2005).

### **Unfamiliar Culture**

It is true that students from different cultures could experience different levels of second language anxiety. Reading task is not only an interaction between the reader and the thoughts of the author, it is also incidentally interaction between the reader and the shared knowledge of the cultural history in the printed materials (In Tomasello, 1999). For example, as a EFL students from Indonesia, of course the understanding will be different when have to reading text between “Timun mas” and “Pinokio”. Chinese students who perceive competence in the English language as a means to acquire a potential job in the future may suffer from higher anxiety levels (Liu, 2006). The pressure to study English is purely economical and English is learned by force for the reason of acquiring a better position in the future (Gan, Humphreys & HampLyons, 2004; Yong & Campbell, 1995). Chinese students who study English in China may experience different anxiety levels than when studying English in another culture. In the other side, it is harder for Thai learners to be good in spoken English (Khamkhien,

2010), since they do not get an opportunity and avoid interaction in English (Wariyachitra, 2003). In a Thai context, undergraduate students are not able to speak English since they lack the confidence to communicate in international situations (Boonkit, 2010). Unfamiliar cultural material seems to have the potential to elicit reading anxiety to some degree for FL learners. Gonen (2007) also finds that unknown cultural content made students difficult to understand foreign language script. In this sense, being familiar with the culture represented in the text will help the learners to make sense of the text or they will misunderstand the text.

### **Different Gender**

Gender could also have an impact on learning a foreign language process and as pointed out by Sung and Padilla (1998), The motivation for females in American elementary and secondary schools was higher than males. (MacIntyre et al. 2003) discovered higher anxiety for boys of grade 9 than girls. (Lin & Rancer 2003) agreed that intercultural communication apprehension was experienced more by men than women. (Kobayashi 2002) reported that female Japanese students are more interested and had more positive attitudes towards studying English. McLean & Anderson (2009) on the other hand found that females are more inclined to experience anxiety and fear while studying a foreign language. Lien's (2011) and Capan and Karaca's (2013) study showed no significant difference in reading anxiety among female and male subjects. The fact remains that gender difference in performance anxiety can be debatable (Matsuda and Gobel, 2004).

### **Previous related studies**

For students learning English as a Foreign Language (EFL), skill in reading is evidently one of the most important skills to be acquired. This is true especially for college students (Mohammadpur & Ghafournia, 2015). Since most academic texts are written in English and most foreign language (FL) learners are required to read a great many English texts. For many students, EFL reading English texts is a challenging task (Bektas-Çetinkaya, 2011). Here we can conclude that the higher level of our education we demanded understanding English better.

### **Study one**

The first previous study is from Zoghi on his research about “An Instrument for EFL Reading Anxiety: Inventory Construction and Preliminary Validation”. This research is an account of the development of a new measure entitled English as a Foreign Language Reading Anxiety Inventory (EFLRAI) that indicates levels of EFL reading anxiety among non-English major students. For this research on two classes 251 sample students in Islamic Azad University through an interview questionnaire. The questionnaire intended to gain qualitative data on students’ EFL reading experiences through their self-report. The questions required respondents to explain (a) the situations in which reading in English provoke anxiety, (b) the reasons for their anxiety reactions, and (c) the problems they have when attending EFL classes. Students’ self-reports were analyzed using the constant comparative method in which two types of coding are performed: (a) open coding (theme identification) and (b) axial coding (Strauss & Corbin, 1998). During open coding, the data was broken into discrete parts, closely examined, and compared for similarities and differences. To recap, students’ self-reports were used as ‘hard’ data on which the researcher was able to draw as a

framework for the intended instrument. As was mentioned earlier, a sample of 251 non-English major students enrolled in Islamic Azad University – Ahar Branch participated in the major study. Primarily, at the first assessment, 264 students filled out the EFLRAI. However, because 13 of them were absent during the second administration of the inventory, the researcher decided to exclude them from the study.

In order to determine the final composition of the instrument and to also assess the psychometric characteristics (reliability and validity) of it, the EFLRAI was administered on the sample students ( $n=251$ ) on two separate occasions (after a 4-week interval). At the second administration, the FLCAS (the foreign language classroom anxiety scale) was also used as a criterion for the construct validity of the newly developed inventory (EFLRAI). To ensure the quality with which the measures were administered, the researcher himself administered the measures at the research site. Below is an account of the procedures carried out to assess the psychometric properties of the EFLRAI.

Two measures of reliability were analyzed. At the first assessment, internal consistency was computed by Cronbach's Alpha ( $\alpha$ ), which provides an indication of the degree of convergence between the different items hypothesized to represent the same construct. The internal consistency coefficient was estimated both for the EFLRAI's total score and for each section's sub-score.

At the second administration, test-retest reliability was computed. This kind of reliability index examines the variation between two administrations of the instrument and measures the capacity of the scores to remain consistent over time. The reliability of the inventory was then estimated by a Pearson product-moment correlation

coefficient ( $r$ ) which indicates the strength of the linear relationship between the two sets of scores.

Finally, the construct validity of the EFLRAI was calculated with the use of a different version of the inventory i.e. the FLCAS (the foreign language classroom anxiety scale). As a first step, normal distribution was checked. Normal probability plots indicated that none of the distributions were significantly different from normal. The EFLRAI total score was computed as the sum of the points assigned to the responses of the 27 items. The EFLRAI mean differences between administrations were computed with the dependent-samples  $t$ -test. Mean (SD) of the total EFLRAI score was calculated 70.25 (14.91) for the first survey and 70.35 (14.90) for the second. Overall, results showed that there was no statistically significant difference between the first survey and the second survey,  $t(250) = -.527, p > .05$  (two-tailed).

The most obvious difference between this research and currently the researcher research is, currently research was done from EFL students, then the previous research was done on the non EFL students. From the all method that used on this research almost same, especially from the questionnaire that distributed to the participant is same, because the questionnaire at the currently research adapt from the research that used by Zoghi at 2012.